Growing literacy

Each year on 8 September the world celebrates International Literacy Day. On this day, we recommit ourselves to working towards making literacy a thing of the past, in South Africa and across the world.

So, what progress have we made with literacy in South Africa? In 2017, the latest PIRLS results were released and it wasn’t good news! This research showed that 78% of South African Grade 4 children cannot read for meaning in any language. That’s 8 out of every 10 children! Dispassionate downright gory 78% ya bana ba Kereiti 4 ba Aforika Borwa ga ba kganye go busetsa ga tlhoganganyana bokao ka dipuo tootchitse. Ke bana ba le 6 go tswa ma go le 10! Mme patlofiso ya South African Book Development Council le yane ga a le hha setsotswa tlhagisang se se kgatlangang. E bontshitse gore 6% fela ya rona e busetsa bana ba rona mme 5% fela e ba aha mma mma! Go bonolo gore dikaganyageng go a gona se go tlhokeng gore go mme cego. Go na le sela fela se se motlhoko se se maatla se re ka se dirang go thusa go fotlha setsotswa tlhagisang se di puiseotsogodimo go bana! Fa batho ba bagolo bothele ba busetsa bana ba ba mo mafihlelang a bona metsotsa e le 15 letsatsi le letsatsi, bana ba fela go a dikaganyageng le le ke mainane kwa gae le ke kwa sekotong. Ba fa gala ba bona ba bana go bana go bane go bane go gae le tshwane gore ba tshwane gore go tsoke tsotla le go busetsa ka bobona. Nna karolo ya rona ya go gidoswa setlhoba se babu kag bana le go bana le mo bafihlelang goa goga metsotsa e le 15 letsatsi le letsatsi!

Join us in growing a nation of readers by committing to reading to the children in your life for 15 minutes every day!

What we mean by reading aloud

What reading aloud is

- adults read while children listen for enjoyment
- adults read to children so that they can enjoy stories and books
- adults choose books that interest children
- children also have opportunities to choose the books
- children are encouraged to ask questions
- adults ask questions that help children connect to stories

... and isn’t

- children read aloud so that adults can assess them
- children read aloud to practise their reading
- adults choose books that they think are “right” for children
- adults always decide which books children should read
- children only ever answer questions about stories
- adults ask questions that require children to remember “facts” from the story

Se re se kayang ka puiseotsogodimo

Go godisa kitso ya go buisa le go kwala

Ngwaga mongwe le mongwe ka la 8 Lwetse lefatshe le keteka letsatsi la Boditšhabatšhaba la kitso ya go Buisa le go Kwala. Mo letsatsing le, re itlarna gape go dira gore go sa itse go buisa le go kwala e nne selo sa mo malobeng, mo Aforika Borwa le go rolalo lefatshe.

Jaason, kgatloetolele fela e e re e dikloeng ka go itse go buisa le go kwala mo Aforika Borwa? Ka 2017, dipholo tsa selweeng tsa PIRLS di ne tsa nthloko fela e e re e dikloeng tse di itumedisang! Dipolala di bontshitse gory 78% ya bana ba Kereiti 4 ba Aforika Borwa ga ba kganye go busetsa ga tlhoganganyana bokao ka dipuo tootchitse. Ke bana ba le 6 go tswa ma go le 10! Mme patlofiso ya South African Book Development Council le yane ga a le hha setsotswa tlhagisang se se kgatlangang. E bontshitse gore 6% fela ya rona e busetsa bana ba rona mme 5% fela e ba aha mma mma! Go bonolo gore dikaganyageng go a gona se go tlhokeng gore go mme cego. Go na le sela fela se se motlhoko se se maatla se re ka se dirang go thusa go fotlha setsotswa tlhagisang se di puiseotsogodimo go bana! Fa batho ba bagolo bothele ba busetsa bana ba ba mo mafihlelang a bona metsotsa e le 15 letsatsi le letsatsi, bana ba fela go a dikaganyageng le le ke mainane kwa gae le ke kwa sekotong. Ba fa gala ba bona ba bana go bana go bane go bane go gae le tshwane gore ba tshwane gore go tsoke tsotla le go busetsa ka bobona. Nna karolo ya rona ya go gidoswa setlhoba se babu kag bana le go bana le mo bafihlelang goa goga metsotsa e le 15 letsatsi le letsatsi!

Se re se kayang ka puiseotsogodimo

- batho ba bagolo ba a buisa fa bana ba reeditsa go itumele
- batho ba bagolo ba busetsa bana gore ba itumelele mainane le dibuka
- batho ba bagolo ba thaphe dibuka tse di itumedisang bana
- bana le bana ba rina le ditlhano tsa go thaphe dibuka
- bana ba rofetsego di go botsa dipotso
- batho ba bagolo ba botsa dipotso tse di thuang bana ba galagana le mainane

... le se e seng sona

- bana ba busetsa godimo gore batho ba bagolo ba ba thalthhlo
- bana ba busetsa godimo gore katsha ga buisa ga bana
- batho ba bagolo ba thaphe dibuka tse ba akyangany gore di “siamelele” bana
- batho ba bagolo ba swetsa ka gale gore ke dibuka dile tse bana le tshwane tsetse go di buisa
- bana ba arabu dipotso fela ka go mainane
- batho ba bagolo ba botsa dipotso tse di thuang gore bana le gakagolegwe “dinitha” go tswa mo leinaang
5 tips for growing readers

1. Read, read and read to children. It's the best way to help children become readers themselves.
2. Be a reader. Children need to see adults reading.
3. Fill your home or classroom with reading material.
4. Let children choose books they want to read.
5. Talk to children about the books they enjoy reading.

Maele a le 5 a go godisa babuisi

1. Buisetsa, buisetsa le go buisetsa bana, Ke esela e e siameng thata go thusa bana go nna babuisi.
3. Tlatsa ntlo kgotsa phaposiborutelo ya gago ka didirisa tsa go buisa.
4. Letla bana go tlhopha dibuka tse ba baltlang go di buisa.
5. Bua le bana ka qa dibuka tse ba itumelelang go di buisa.
Story ideas for different subjects

Have you thought about how to use stories to strengthen children’s learning in different subjects? Here are some ideas for doing this in subjects other than languages.

- Bring History to life by reading stories about events that happened in the past. Stories about great discoveries and the lives of scientists, doctors, leaders and inventors provide role models as well as information.
- Traditional stories are a wonderful way to get to know how people from different places and a different time understood the world around them.
- Read a story that is set in another country and then let the children use the Internet and information books to find out more about this country.
- Let the children use maps and/or atlases to find the places they read about in stories or to trace the journey of a story character.
- Many children face challenging situations, like being on the receiving end of prejudice, or the death of a loved one, or divorce. Stories give us a great starting point to discuss things that form part of Life Skills/Life Orientation that are sometimes difficult to talk about. Asking open-ended questions about a story offers a safe way for children to think and talk about their personal concerns, emotions or ideas. Stories can help children to better understand an ongoing situation, discover how to cope with it and explore what options are available to them.
- Stories offer lots of visual art opportunities. For example, children can draw and paint pictures inspired by the story to illustrate parts of the story, or make models of scenes from the story using day or recycled waste materials.
- You can help develop children’s number concept by writing a summary of the events in a story, using a separate strip of paper for each event. Stick these on the chalkboard in random order and then ask the children to sequence the events in the order that they occurred in the story. Then talk about the events asking which one happened first, next and last. Or which event came before or after another.
- Let children learn about measurement by asking them to use the information in a story to work out how tall a character or creature might have been.
- Stories can be linked to concepts in Technology. Ask the children to create recipes to suit a story’s characters – a giant, a pirate or a king. Or ask them to build a model of a house made of straw or sticks, or make models of scenes from the story using clay or recycled waste materials.
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Story Bosso

Story Bosso is Nal’ibali’s annual multilingual storytelling talent search. It takes place across the nation this September! To celebrate South Africa’s rich heritage of storytelling, Nal’ibali invites all South Africans – young and old – to have fun telling and sharing stories in any of the country’s 11 official languages.

Enter this exciting talent search and stand a chance of winning fantastic prizes as well as being crowned the Story Bosso of 2018! To find out more, visit www.nalibali.org or www.nalibali.mobi.
Get story active!
Here are some ideas for using the two cut-out-and-keep picture books, The missing ball (pages 5, 6, 7, 8, 11 and 12) and When it rains (pages 9 and 10), as well as the Story Corner story, Message in a bottle (page 14). Choose the ideas that best suit your children's ages and interests.

The missing ball
Gaps and his cousin, Sugarbean, want to play a game of soccer before sundown, but they can't find their soccer ball!

As you read the story to your children, stop and ask questions or make comments that encourage them to look closely at the details in the story. Here are some examples for the first part of the story.

Page 4: Can you see the ball? What do you think Gogo is doing?
Page 5: What is Gogo doing now?
Page 7: Look, I can see a bit of the ball there.

Pages 8 and 9: Look at Sugarbean sitting on the bench. How do you think she feels? Why?

Discuss with your children what ball games they enjoy playing. Play some of them together. Then suggest that they draw a picture of themselves playing their favourite ball game in the moonlight – just like the cakes in the story did.

When it rains
This book describes the joy of people and nature at the return of rain. It is written and illustrated by one of Africa's well-known writers, Véronique Tadjo from Côte d'Ivoire.

Before you read the story, ask your children if they enjoy the rain and why they think rain is important.

After you have read the story, read page 3 again and invite your children to use their hands and/or feet to make the sound of a dark cloud bursting open and the rain beginning to fall. Can they make the sound of the rain getting heavier and heavier, and then gradually getting lighter until it stops?

Ask your children to think about what they would say to the rain if it were a person. Suggest that they use their ideas to write a poem about rain or a letter to the rain.

Give your children large sheets of paper. Let them paint the picture with water before pasting a picture about the story.

Message in a bottle
Chiku and her brother, Jabali, put a message in a glass bottle and then toss it into the ocean at Mombasa in Kenya. The bottle and its message travel all the way down to Umgababa off the coast of KwaZulu-Natal where Sandile finds it. And that is how a friendship begins!

As you read the story to your children, stop and ask questions or make comments that encourage them to look closely at the details in the story. Here are some examples for the first part of the story.

Page 4: Cut along the red dotted lines to separate the pages.
Page 5: Fold the sheet in half along the black dotted line.
Page 6: Fold it in half again along the green dotted line.
Page 7: Fold along the red dotted lines to separate the pages.
Page 8: Keep pages 7 and 8 inside pages 5, 6, 7, 8, 11 and 12.

Create two cut-out-and-keep books

Tirele diubaka tse saga-o-boloke tse PEDI
1. Ntha le时任 la tebe 9 la foleloane e.
2. Mena le时任 ka bogare ga legabanga le mola wa dikhiufu tse dintlofa.
3. Le mene ka bogare ga lelegabanga le mola wa dikhiufu tse dintlofa le tla go dira buka.
4. Sega go lelegabanga le mola ya dikhiufu tse dikhiufu go kgogosanya ditsebe.

Kgwele e e timetseng
Gape le ntsalae Setsokatsane ba batho go tshameka mothameko wa kgwele ya dinano pele letsatsi le dikela, mme ga ba bone kgwele ya bana!

Fa o buisetse bana ba go leinane, emisa mme o bota dipotsa kgotsa o dire ditshwelo tse di a lofetse tswa bana ba gago go lebotlela ka lebatlhoko dintlofa tse di mo leinaneng. Tse ka dikete ka riidwa ya nthla ya leinane.

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Page 8: Lelebetsa 9 le 10: Lelebetsa Setsokatsane a dutse mo bentšheng. O akganya go a foreka nga? Islaqua?

Busoana le bana ba bana gore ba rumela mothameko efe ya kgwele. Tshamekeng mmepe ya ane kgwele. Jaaka tsho kwa di tsethwana sa sa bana ba bana bontlhanye mothameko o ba o ratang wa kgwele mo lebedi la ngwedi – leka poakga dinamane di dirile mo leinaneng.

Fa pula e na
Buka e a ehlhlosa botumelo ja batho le thloego la dipula di bia. E kwalilele le go takwa ke moyagweng wa bakwadi ba a lesegwe thaya wa mo Allorika, Véronique Tadjo go tswa kwa Côte d'Ivoire.

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Newspaper diubaka tse saga-o-boloke tse PEDI
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2. Sego go lebagana le mola ya dikhiufu tse dikhiufu go kgogosanya ditsebe.

Molaetsa mo lebotl ontology
Chiku le abuti wao gwegwe. Jabali, ba tsena molaetsa mo lebotl ontology la galaše mme ba le lelitha la melethla kwa Mombasa kwa Kenya. Lebotlontlo a molaetsa wa bana le le na le tsa nylona la ba lo fona la nyale le Umgababa kwa KwaZulu-Natal ka Sandile a neng a lefitša. Seo ka mo mabo botša bo simolentsa!

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2. Sego go lelegabanga le mola ya dikhiufu tse dikhiufu go kgogosanya ditsebe.
Then she saw Gaps, still waiting under the tree.

"Don’t worry. I’ll help you find your ball," he said. So the two calves went off together, to find the ball.
Gaps the Nguni calf stood under a big tree. He was waiting for his cousin Sugarbean to find her new soccer ball.

Gape, e leng namane ya Nguni, o ne a eme mo tlase ga setlhare se segolo. O ne a letie ntsalae Setsokotsane go bona kgwele ya gagwe e ntsbwa.

But it wasn’t her missing ball! It was a baobab fruit! Close up to it, she could see that it looked very different.

Fela … e ne e se kgwele ya gagwe e e timetseng! Gaufi le lona, o ne a bona gore le lebega le farologane.

A little way off, they saw Mkhulu Nguni Bull playing marabaraba with his friends. What was he sitting on? He was sitting on Sugarbean’s missing ball!

Kgakajana kwa pele, ba ne ba bona Rremogolo Pholo ya Nguni a tshameka morabaraba le ditsala tsa gagwe. O ne a dutse mo godimo ga eng? O ne a dutse mo kgweleng ya ga timetseng!

At last the calves could play their soccer game! They kicked the ball all the way home in the moonlight, happy now their search was over!

Kwa bokhutlong dinamane di ne di th kgona go tsameka motshameko wa tsona wa kgwele! Di ne tsa raga kgwele tselo yothe go ya gae mo leeding la ngwedi, di itumeletse gore go bata ga tsone go fedile!
But Sugarbean couldn’t find her ball anywhere inside the house. She really wanted to play at least one game of soccer before sunset! But where was that ball?

And then they saw it. You guessed it! The missing ball was in Sugarbean’s backpack! It had been in there all along! This time there was no mistake.

Jaanong ba e bona. O nepile! Kgwele e e timetseng e ne e le mo kgetsaneng e e belegwang mo mokwatleng ya ga Setsokotsane nako e yothie! Ka nako e go ne go se na phoso.
Perhaps someone had left it outside. She went to look. Ah, there it was – in the melon patch! The top of it was peeping out of Gogo’s tin bath.

Gongwe mongwe o e tlogetse kwa ntše. A ya go hatša. Aha, ko a – mo tšingwaneng ya makatane! Bogodimo jwa yona bo ne bo tlhegela go se kae mo bateng ya ga Nkoko ya thini.

Suddenly they saw the cattle egret. He was flapping his wings and running towards them. “Sugarbear! I've been trying to tell you that your ball is right behind you!”

Ka tshoganyetso ba bona mogolodi wa dikgomo. O ne wa fošisa diphuka tsa one le go tabogela kwa go bona. “Setsokotsane! Ke ntsa ke leka go go bolelela gore kgwele ya gago e mo morago ga gago!”
When it rains

Fa pula e na

A group of children jump, swim and play in the stream. On the big river, the fishermen catch many silvery fish.

Cows give plenty of rich and creamy milk. Hens lay big yellow eggs.

Trees are heavy with fruit.

The kids look beautiful.

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Nal'ibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org or www.nalibali.mobi
Lightning explodes in the sky. A huge dark cloud bursts open and drops of rain start to fall.

It is the dry season. Trees have no more leaves. People are thirsty, and so are the animals.

The rains have come back!
But … it wasn’t her missing ball! It was a big, white melon! “Don’t worry. Your ball is somewhere,” said Gogo.

Fela … ga e se kgwele ya gagwe e e timetseng! E ne e le lekatane, le lesweu le legolo! “Se tshwenyege. Kgwele ya gagwe e golo gongwe,” ga rialo Nkoko.
She cut a juicy slice of melon for Sugarbean.

O ne a segela Setsokotsane lenathwana le le nang le matute a a monate la lekatane.

“There it is,” said Gaps looking up. But again … it wasn’t the missing ball at all!

“Ke ele,” ga ralo Gape a lebelela kwa godimo. Mme gape … e ne e se kgwele e e timetseng le eseng!
Over the past six years, the annual Puku Story Festival held in Grahamstown has been an exciting event intended to spark children’s interest in storytelling and reading in isiXhosa. The festival has also provided an opportunity to showcase and celebrate the work of storytellers, writers and artists, especially in African languages.

This year the Puku Story Festival celebrated South African children’s author and storyteller, Gcina Mhlophe. Gcina’s play, “Have you seen Zandile?” was translated into isiXhosa by Dr Hleze Kunju and performed twice a day by local actors in a packed auditorium.

A highlight of the festival was an exhibition of children’s literature curated by the National English Literary Museum (NELM). There were 566 children from ten surrounding schools who visited the museum to view the exhibition, where they were also entertained by storytellers such as Basil Mills, Cebo Solombela, Mbulelo Bokwe, Madoda Ndlakuse and Babalwa Kona. Other attractions included book launches and readings, as well as open mic sessions where learners and other local artists performed praise poetry and songs.

At the nearby Fingo Library, children and parents enjoyed a comedy show, poetry, storytelling and readings, and face painting!

Nal’ibali was represented by Abongile Davani and Madoda Ndlakuse, our Literacy Mentors in the Eastern Cape. They gave a fun-filled presentation on reading clubs which highlighted the important role that storytelling and reading for enjoyment play in education and children’s development.

At the end of the three days, Puku announced that its new mission did not include another festival. But as Gcina Mhlophe tweeted: “Puku Story Festival 2018 may be over, but the stories never are.”
It was late afternoon. Chiku and her brother, Jabali, stood on the beach near their home in Mombasa. Big green waves crashed in front of them.

“Are you ready?” asked Jabali.

“Yes!” said Chiku.

Jabali took a deep breath, lifted his arm and flung the glass bottle far out into the sea. It flew across the foamy waves, glinting in the sunlight. Chiku and Jabali grinned at each other as they turned and walked home.

“How long do you think it will take?” asked Chiku.

“I don’t know!” answered her brother. “You may have to wait a long, long time, but somebody will find it! Just wait and see.”

The bottle bobbed on the water for many weeks. Once a big fish swam right up to it. “Hmmm,” she said. “There’s something inside this hard bubble … it’s white with black squiggles on it. I wonder what it is?”

WOOSH! Suddenly a school of tiny silver fish swam past right under her. The big fish forgot all about the bottle. “How lucky,” she chuckled as she swam after the silver fish, “my lunch has arrived!”

On went the bottle, floating through calm water and stormy seas. One evening, a baby shark lifted it up to see what was inside. “Human things,” warned his father. “Don’t eat it; it will make you sick!”

The little shark dropped the bottle, and raced off to find his friend instead.

Still the bottle drifted, carried along by the ocean tides. One afternoon, a wise old dolphin saw it in the water nearby. “Look!” she said. “I see human writing!”

Dolphins are very clever. She knew she could read the words she saw through the glass. But before she could try, her grandchild pushed his nose under the bottle. “Catch!” he shouted. A whole pod of dolphins laughed and squeaked as they passed the bottle to each other.

One stormy evening many months later, the waves carried the bottle all the way to the beach at Umgababa on the KwaZulu-Natal coast. A little later, a boy named Sandile and his family arrived there for a holiday with their cousins.

The next morning, Sandile woke up early. Usually, he hated getting out of bed. “School is so boring!” he always grumbled. “Why do we have to learn to read and write? Playing games is much more fun!” But today was different because Sandile was on holiday and he loved the beach.

Soon he was running about on the wet sand with his younger sister and cousin.

Suddenly, he noticed something floating in the shallow water near some big rocks.

“Look!” he shouted, pointing to the bottle. It had turned a little green, but Sandile could still see that there was a piece of paper inside it. “What is it?” he asked excitedly.

“Maybe it’s money!” suggested his sister, Sindi.

“No,” said their older cousin, Mpumi, peering at the bottle. “It looks like a letter!”

Sandile pulled a face. “BORING!” he said. “Think about it,” said Mpumi. “This letter may have travelled a very long way, and it could have been in the water for years! Let’s take it home and open the seal with a knife!”

At last the bottle was open. Mpumi pulled out the letter.

“Hello,” read Mpumi. “My name is Chiku. I am nine years old.”

“Just like me!” said Sandile.

“Shh!” said the others.

“I live in Mombasa in Kenya,” read Mpumi.

“Where’s Kenya?” asked Sindi.

“I know!” shouted Sandile. “It’s far away, up the east coast of Africa! I read about it at school just last week!”

“You said that was a boring book!” teased Sindi, but Sandile didn’t hear her. He was too busy reading the letter over Mpumi’s shoulder.

“If you find this letter, please write back to me,” read Mpumi. “Then there’s an email address here,” she told Sandile. “Ask your mom if you can write to Chiku tonight.”

And that was how Sandile started writing to Chiku. After a few emails, reading and writing didn’t seem boring anymore.

“One day, I’m going to meet Chiku,” he told Sindi. “Until then, we can send emails to each other!”

And when Sandile’s family went to visit their cousins in KwaZulu-Natal again, he also wrote his own letter on a piece of paper, sealed it in a bottle and threw it into the sea. He never got an answer, but he would have been very surprised to learn who found the bottle.

The dolphins had swum all the way down the coast, and were living near a tiny island. When the oldest dolphin saw Sandile’s bottle floating by, she was very excited.

“You’re excited now, aren’t you?” she said. “Another one!” she said. “This time, I’m going to read it!” She dragged the bottle onto the beach, and stored it under a big rock.

Every day, she stares at the words she sees through the glass. She can’t read them yet, but I’m sure she’ll work it out soon!
Molaetsa mo lebotlologo
Ka Joanne Bloch Ditshwantsho ka Jiggs Snaddon-Wood

E ne e le motshegare. Chiku le abutl wa gagwe Jabali ba ne ba eme kwa lewatleng gaufi le legae la bona kwa Mombasa. Mahikuub a magolo a matala a ne a abhubega mo pele ga bona.
“A o tshiamisitse?” Jabali o ne a botsa.

“A!” ga rialo Chiku. Jabali o ne a goga mowa kwa teng, a tshioketsa letsogo la gagwe mme a lathlha lebotlolo la galase kagaka mo gare ga lewatle. Le ne a lefoga mo godimo ga mahikuub a le fulo, le phatsima mo letsatsing. Chiku le Jabali ba ne ba nyemaa mme ba boela gae.

“O akanya gore le tla tsya nako a kanakang?” Chiku a botsa.

“Ga ke itse!” abuti wa gagwe o ne a araba. “O tla thwanelo go lela sebakanyana, mme mongwe o tla le bona! Leta fela o bone.”

Lebotlolo le ne la tla tshwane le lebetsi dibeke tse dintsi. Letsatsi lengwe tshiapi e kgo e letho mo ga kagabanye. Tshiapi e kgo la lebala gotleleke ka lebotlolo. “A leseo,” a tshwane faka a thwane fa mona mo gau la lebotlolo tsa mmala wa selefera, “dido tsa mme tsa motshegare ga motsho!”

Lebotlolo le ne la tla tshwane, le kokobetsi mo godimo ga metsi a a edileng le lewatle le lebopong. Bosiso bongwe, ngwana wa šaka o ne a le tsholetsa go bona gore le eng gore le gore. “Dilo tsa batho,” ragwe o a le tla go lwatsa!

Šaka e nyemaa e na la lathlha lebotlolo, mme ya taboga go ya ya gatla tsla ya gagwe.

Le fa go ya le tshioketsa le la le tshwane, le iswa godimo le tsi le ka lewatle. Motshegare mongwe, dolofini e le tsofetse e e bothale e e bothale e ne ya le bona mo metsing. “Lebela!” a rialo. “Ke tla mo mafoko o mo!”

Didolofini di bothale thata. E ne e ise gore e kgona go buisa mafoko a a e bolela go halale e a e bolela mafoko a a le bontsalae. Mme pele e ka leka, motlologaole e o e tsena riko ya gagwe mo tsi le ka lebotlolo. “Tshwara!” a goa. Setlhopho sotlhe sa didolofini sa tshwara fa di lebotlolo ka lebotlolo.

Ka letsatsi lengwe la matsumbutsubu diku a tsetse dintsi morganyana, mahikuub a ne a tsa ya lebotlolo a le isa kwa lewatleng la Umgababa kwa lebopong la KwaZulu-Natal. Morganyana, mosimane yo o bidwisa Sandile le belela la gagwe ba ne ba filha koo baa tlele mo malatsing a malakhiuto le bontsalae.

Meso o o latelang, Sandile o ne a tsoga o sa la gale. Gantsi, ga a rate go tsha mo boloaing. “Seblo go se monate!” a ne ka gale e ngwana e. “Ke eng fa re tshwanelo go fana ko buisa le go kwa? Go tsha me tshwane ho monate go feta!” Mme gompoe go no go farolagane 
a gonne Sandile o ne a le mo malatsing a malakhiuto mme o ne a rata lewatle.

Ka nakwana ke fa a taboga ka maoto mo molaweng o o metsi le monnawe le ntsalae.

Ka bonakonyana, o ne a lemoga sengwe se kokobetsi mo metsing a a seng boteng gaufi le matlapa le magolo. “Lebela!” a goa, sa lefotilego go hla le le talanyana, mme Sandile o ne o a sa kgone go bona go go la lena tshwanetsa la la metsi go gare. “Ke eng?” a botsa ka boitumele. “Gongwe le madl!” monnawe, Sandile a tshitsinya.

“Nnya,” ga baa ntsalae yo magolo, Mpmuni, a okomela mo lebotlologo. “Se lebega jaaka lekalwalo!”

Sandile a goga sefathego. “BOSULA!” a rialo. “Akanya ka sona,” ga rialo Mpmuni. “Lekalwalo le tshwanetsa le be le tshamanaleiko e ka ntlele, mme gongwe le go ne le le metsing dingwaga! A re le iseng kwa gae mme re le le bale ka thiapa!”

Kwa bokhutlong lebotlolo le ne la bulega. Mpmuni o ne o ntsha lekalwalo.

“Dumula,” Mpmuni a buisa. “Leina la me ka leka. Ke na le dingwaga tse robongwe!”

“Fela jaaka nna!” Sandile a rialo.

“Shhh!” ba bangwe ba balela.


“Ke a itse!” Sandile a goa. “E Ikgakala, kwa lebopong le le mo bokhutlong jwa Aforika! Ke buisitse ka yone fela mo bekeng e e fetileng kwa sekolong!”

“O rile e e e le buka e e bosula!” Sindí a kgala, fela Sandile ga a mo utlwa. O ne a teletse go buisa lekalwalo mo leletsegile la ga Mpmuni. “Fa o bona lekalwalo le, tsweletse eikwalele,” Mpmuni a botsa. “Jaang go na le atsera ya ilele fa,” a bolela Sandile. “Kopa mme mmaego gore a o ka kgona go kwalela Chiku bosigo.”

Ke ka fao Sandile a simolotseng go kwalela Chiku. Morago ga ditlholo e se ka, go buisa le go kwaala go no go sa thole go le buisa jaang.

“Ka letsatsi lengwe le tsi le kopana le Chiku,” a bolela Sindí. “Go fitlhello naka eo, re tlele go ronelelela diimeile!”

Jaang go balelapa la ga Sandile ba ya ya jela bontsalae nala kwa KwaZulu-Natal ga, le ene o kwadile lekalwalo mo lena tshwanetsa la la metsi, a le tsena le lebotlologo mme a le lathlha mo lewatleng. Ga a ise a tshama ya bone karabo, mme o ne a tla makalela go utlwa go le botwe ke mang.

Didolofini di thumile tseyi tsetse go tla kwa lebopong, mme di ne di agiite gau le setlhakethake se senne. Fa dolofini e kgo e bono lebotlolo la ga Sandile, e ne e itumetse thata.

“Le lengwe gape!” a rialo. “Jaang, ke ya go le buisa!” O ne a gogela lebotlolo mo lewatleng, mme a le bokola mo tsi le letlapa le lekalwalo. Letsatsi lengwe le lengwe, e ne e lebelela mafoko a a e bontsalae go halale. Ga e ise e kgone go a buisa, mme ke akanya gor e tla kgona mo nakong e e sa fediseng pelo!
1. What's in the picture?
   - How many things are there to read in the picture? ____________
   - Which of these things have you read before? ________________
   _______________________________________________________
   _______________________________________________________

2. Here's a word challenge!
   - Follow the rules in the box and use the letters in the word wheel to complete this word. (Two of the letters have already been used)
     m _ _ a _ _ _ _
   - How many other words can you make following the same rules? (Remember: The letter in the middle of the wheel MUST be in each word!)

Rules
1. Make words with two or more letters in them.
2. Use each of the letters in the wheel only once in each word.
3. Always include the letter in the middle of the wheel in your words.
4. No proper nouns allowed.

GEM I N A Z A

Kgoaisano e e ghwethang ya mafoko ke e!
- Latele melawana e e ma lebokasong mme o dirise dithaka tse di ma leotwaneng ia mafoko go feleletsa lefoko. (Mafoko ia mabedi ia setse a dirisitswe.)
   m _ _ _ s _ _ _
- Ke mafoko afe a mangwe a o ka a dirang o latele melawana e? (Gakologelwa: Tlhaka e e ma gare go leotwana e TSHWANE TSE e nne ma lefokong lengwe le lengwe!)

Melawana
1. Dira mafoko ka dithaka tse pedi kgotse go feta mo go one.
2. Dirisa tlhaka nngwe le nngwe mo leotwaneng gangwe fela mo lefokong lengwe le lengwe.
3. Ka gale akaretse tlhaka e e ma gare go leotwana mo mafokong a gogo.
4. Maina a o feletseng go a lefetlalwa.

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